Curriculum Handbook *for* Parents

2005–2006

Alberta
EDUCATION

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://www.education.gov.ab.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://www.lrc.education.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

Aboriginal Services Branch
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@edc.gov.ab.ca

French Language Services Branch
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment Branch
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: assess.contact@edc.gov.ab.ca

Learning and Teaching Resources Branch
Telephone: 780–427–2984
Fax: 780–422–0576
E-mail: curric.contact@edc.gov.ab.ca

Learning Technologies Branch
Telephone: 780–674–5350
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E-mail: ltbgeneral@gov.ab.ca

- For information about LearnAlberta.ca
  Telephone: 780–415–8528
  Fax: 780–422–9157
  E-mail: LearnAlberta.Contact@edc.gov.ab.ca

Special Programs Branch
Telephone: 780–422–6326
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Curriculum Handbook *for* **Parents**

2005–2006

GRADE 7

This Curriculum Handbook provides parents with information about the Grade 7 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- information on personal and career development and planning for senior high school
- a feedback form.

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Message from the
Minister of Education

As a former teacher, I know first-hand that it takes a community to educate a child and that parents play a vital role on a child's learning team. Helping your children do well in school prepares them for a successful future, both in school and in life.

Alberta Education developed the *Curriculum Handbook for Parents* to help you in this regard. This series of handbooks contains information on what your child will learn in the classroom, as well as the education goals set for this school year.

Our education system is designed to help students realize their individual potential. As we celebrate our province's Centennial, we can be proud that our basic education system is one of the best in the world. Our students continue to achieve outstanding results on both national and international assessments—an achievement made possible through the combined efforts of our students, parents, teachers, and the broader learning community.

I encourage you to read this handbook closely, and to discuss any questions you may have with your child's teacher(s).

Gene Zwozdesky

Gene Zwozdesky
Minister of Education
Deputy Government House Leader

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Information for Parents

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* have been designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

Alberta Education assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Education indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.education.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

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Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

These resources are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca

- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to Be More Successful Learners*—Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated.
- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* – Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://www.education.gov.ab.ca/parents/mathprbk.pdf

- *Working Together in Mathematics Education* – Ways parents can support student learning in mathematics.

http://www.learnalberta.ca

- *LearnAlberta.ca* Web site – Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca/

- *TELUS 2Learn* Web site – An education/business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

School Councils

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils' Association (AHSCA).

http://www.ahsca.ab.ca

School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy

http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html

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School Fees

http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html

A primary objective is to ensure that fees are not being charged for core items. The *School Act* allows for certain fees to be collected for alternative programs, transportation, or supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

The Alberta School Boards Association school fee advisory recognizes that fees should be waived for those who cannot afford them, and that no student should be prohibited from participating.

Fundraising

Parents are not to fundraise for core items such as textbooks. Some fundraising is appropriate for things like athletic uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents could not contribute.

School Choice

Choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools, and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

Information about Curriculum

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do, in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

Accessing Information

Parents can access information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

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http://www.education.gov.ab.ca/k_12/curriculum/bySubject/

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the *Programs of Study* to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://www.education.gov.ab.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Curriculum Content—Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

Curriculum Development—Who Is Involved in the Process?

Alberta Education takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade and to post-secondary education and the world of work.

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Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Alberta Education plans any curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and purchase any needed resources.

Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Education conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Education for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Education, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Education supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

http://www.arpdc.ab.ca

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortia organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

http://www.lrc.education.gov.ab.ca

Alberta Education also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.

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Aboriginal Education

Aboriginal peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that promote Aboriginal perspectives. All students in Alberta should understand and be aware of Aboriginal history, culture, lifestyles and heritage. The First Nations, Métis and Inuit (FNMI) initiative works to infuse Aboriginal perspectives into the existing Kindergarten to Grade 12 programs of study. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information on this initiative. Student and teacher resources have been developed by Alberta Education to support the inclusion (or infusion) of Aboriginal content in teaching and learning.

http://www.education.gov.ab.ca/nativeed/nativepolicy

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.education.gov.ab.ca/k_12/specialneeds/teacherresourcesc at.pdf

A Handbook for Aboriginal Parents of Children with Special Needs provides information to assist Aboriginal parents in working with schools to meet the special education needs of their children. This resource is available for purchase from the LRC.

http://www.lrc.education.gov.ab.ca

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Daily Physical Activity

Starting in September 2005, school authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school. Daily Physical Activity (DPA) is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles. The daily physical activities offered in your school should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and the larger community
- allow for student choice.

Parents can assist implementation of DPA and enhance the health benefits received by students through a supportive home environment; e.g., encouraging your child to be active every day, walk your child to school or facilitate a walking school bus program at school.

htpp://www.paguide.com

For further information and ways to increase physical activity at home, visit the Public Health Agency of Canada's Web site.

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Supports for Learning

Students have individual learning needs. Schools, supported by Alberta Education, provide a variety of programs and services to meet the individual needs of students.

English as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

Special Needs

http://www.education.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a student is in need of a special education program. Students with special education needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide special education programming for all school-age children with special education needs.

If you feel your child has learning difficulties, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are specific teaching and learning strategies that might improve your child's learning. School staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area. The following resources provide additional information.

Students with special education needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1– Review by the Minister http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/351.asp

Most students with special education needs are placed in regular classrooms in their neighbourhood or local schools, and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of programming options possible—different students need different kinds of support. Deciding on the educational programming for an individual student is a collaborative process and in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board, they may write to the Minister of Education and ask for a review of the board decision.

All students with identified special education needs require an individualized program plan (IPP). An IPP is a plan of action with measurable goals. It identifies your child's specific strengths, needs and current level of performance. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

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http://www.education.gov.ab.ca/k_12/curriculum/ParentResources.asp

http://www.education.gov.ab.ca/k_12/specialneeds/

http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp

The *Handbook for Aboriginal Parents of Children with Special Needs* and *Our Treasured Children* videotape are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca/.

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003) – Information for parents of children with special needs.
- *Standards for Special Education* (Amended June 2004) – Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12.
- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented* (2004) – Information and strategies for nurturing your child's learning and emotional well-being at home, in school and in the community.
- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000) – Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs.
- *Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Distance and Online Learning

http://www.education.gc ab.ca/ltb/

Alberta Education designs and develops a variety of print and electronic learning resources to support distance learning, online delivery and regular classroom programs through the use of modern technologies.

The distance learning resources developed are provincially authorized resources that support educational program delivery in Alberta. For a listing of all distance learning resources available for purchase or study, visit the LTB Resources Available Web page.

http://www.education.gov.ab.ca/ltb/400/crslist.html

http://www.lrc.education.gov.ab.ca

For information about purchasing distance learning materials, contact the LRC.

Digital Resources to Support Curriculum Outcomes

http://www.learnalberta.ca

LearnAlberta.ca is a Web site that provides quality online resources to the Kindergarten to Grade 12 community in Alberta. It is a safe, reliable and innovative collection of learning resources developed by Alberta Education in consultation with stakeholders. Students, teachers and parents can access multimedia learning resources here that are based on Alberta Education curriculum guidelines. A featured resource is the Online Reference Centre, a collection of multimedia encyclopedias in French and English. These reference materials include newspapers, magazines, books, maps, pictures, videos and transcripts suitable for all grades and subject areas.

User ID's and passwords are available from school principals or by emailing: LearnAlberta.Contact@edc.gov.ab.ca

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Assessment

Assessing Student Achievement

http://www.education.gov.ab.ca/k_12/testing/default.asp

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times classroom assessment may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction.

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Grade 7

Overview of Grade 7

In Grade 7, students study required subject areas. They also choose optional courses that give them the chance to explore areas of interest and career possibilities. Students have access to 950 hours of instruction during a school year.

The Grade 7 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or from the LRC.

Required Subject Areas. ***Students take:***					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Optional Courses. ***Students may select from:***					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English*	Environmental and Outdoor Education	Ethics	Locally Developed Courses

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Students in immersion and bilingual programs also take a number of subjects in the target language.

New Courses for 2005–2006 School Year:

- Career and Technology Studies (CTS)
  - Management and Marketing (E-commerce)
- Chinese Language and Culture (7–12 course sequence)
- Cree Language and Culture (K–12 course sequence)
- German Language Arts
- Japanese Language and Culture (7–12 course sequence)
- Spanish Language Arts
- Ukrainian Language and Culture (7–12 course sequence)

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Required Subject Areas

The required subject areas are the foundation of the junior high school program.

Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

English Language Arts

View the English language arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/english/

View the English language arts digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication. personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

The following learning outcomes are selected from the Grade 7 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes
- use appropriate terminology to discuss developing abilities in personal language learning and use
- listen and respond constructively to alternative ideas or opinions
- use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences

Comprehend and respond personally and critically to oral, print and other media texts

- use expectations and preferences developed during previous reading experiences to select and read new texts with purpose
- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic
- apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading
- analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters
- discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts
- create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events

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Manage ideas and information

- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts
- discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view
- distinguish between fact and opinion, and follow the development of argument and opinion
- make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources
- communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations
- identify strengths and areas for improvement in personal research skills

Enhance the clarity and artistry of communication

- revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
- choose and use printing, cursive writing or word processing, depending on the task, audience and purpose
- identify how the format of documents enhances the presentation of content
- use correct subject–verb agreement in sentences with compound subjects
- use reference materials to confirm spellings and to solve spelling problems when editing and proofreading
- present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions
- clarify and support ideas or opinions with details, visuals or media techniques
- listen and view attentively to organize and classify information and to carry out multistep instructions

Respect, support and collaborate with others

- identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities
- demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts
- take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs
- contribute ideas, knowledge and questions to establish an information base for research or investigations
- evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Mathematics

View the mathematics subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students learn to use the following mathematical processes:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies to solve problems
- use visualization to assist in problem solving, processing information and making connections.

The following learning outcomes are selected from the Grade 7 Mathematics Program of Studies.

Number

- demonstrate a number sense for decimals and integers, including whole numbers
- apply arithmetic operations on decimals and integers, and illustrate their use in solving problems
- illustrate the use of rates, ratios, percentages and decimals in solving problems

Patterns and Relations

- express patterns, including those used in business and industry, in terms of variables, and use expressions containing variables to make predictions
- use variables and equations to express, summarize and apply relationships as problem-solving tools in a restricted range of contexts

Shape and Space

- solve problems involving the properties of circles and their connections with angles and time zones
- link angle measures to the properties of parallel lines
- create and analyze patterns and designs, using congruence, symmetry, translation, rotation and reflection

Statistics and Probability

- develop and implement a plan for the collection, display and analysis of data, using measures of variability and central tendency
- create and solve problems, using probability

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Science

View the science subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/science/

View science digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them.

The program is designed to help students understand the nature and role of science, as well as develop a solid grounding in science knowledge, skills and attitudes. Throughout the program, students learn that:

- science provides an ordered way of studying the natural world
- scientific discovery often leads to the development of new technologies and new technologies can lead to new fields of scientific investigation
- science takes place in a social context and responds to human needs. Science and technology have both intended and unintended consequences for humans and the environment.

Students study five units during their Grade 7 year. The **topics** studied and the **major outcomes** for each are:

Interactions and Ecosystems

- describe relationships between humans and their environments
- trace the flow of energy and materials within an ecosystem
- monitor a local environment, and assess the impacts of environmental factors on it
- describe relationships in maintaining life-supporting environments

Plants for Food and Fibre

- investigate plant uses
- investigate life processes and structures of plants
- analyze plant environments
- identify and interpret the culture and use of plants as sources of food and fibre

Heat and Temperature

- illustrate how human needs have led to technologies for obtaining and controlling thermal energy
- describe the nature of thermal energy and its effects on different forms of matter
- apply an understanding of heat and temperature in interpreting natural events and technological devices
- analyze issues related to the selection and use of thermal technologies

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Structures and Forces

- describe and interpret different types of structures and identify materials from which they are made
- investigate forces within structures
- investigate the properties of materials used in structures
- describe processes used in building structures to meet human needs with a margin of safety

Planet Earth

- describe methods used in the scientific study of Earth and its component materials
- identify evidence for the rock cycle and explain the characteristics of particular rocks
- investigate and interpret evidence of major changes in landforms and rock layers
- describe, interpret and evaluate evidence from the fossil record

The program develops **skills** in four major areas:

Initiating and Planning
Students devise (or make) plans to investigate:

- science-inquiry questions
- practical problems
- science-related issues.

Performing and Recording
Students conduct investigations through:

- observation
- recording data
- researching information.

Analyzing and Interpreting
Students develop, analyze and assess possible explanations through:

- data display
- inference
- evaluation.

Communication and Teamwork
Students work collaboratively to:

- communicate questions, ideas, procedures and results
- evaluate individual and group processes
- defend a position or conclusion, based on their findings.

To support their learning, students are encouraged to develop positive **attitudes** in the following six areas:

- continuing interest in science
- respect for the ideas of people with various backgrounds and views
- support for scientific processes
- collaboration with others
- stewardship for the natural environment
- safety in science.

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Social Studies

View the social studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/

The aim of the social studies program is to help students gain basic knowledge, skills and attitudes needed to become responsible citizens and contributing members of society. Social studies includes the study of history, geography, economics, the behavioural sciences and humanities.

Grade 7 social studies focuses on people and their culture. The content is organized around three topics and in each topic, students are expected to address at least one issue and one question for inquiry.

The following learning outcomes are selected from the Grade 7 Social Studies Program of Studies.

Culture

- understand that communication in all its forms is the means by which culture is learned
- understand that socialization is achieved through interaction with others
- understand that beliefs and values influence behaviour
- understand that individuals assume a variety of roles
- differentiate between main and related ideas
- draw conclusions about basic aspects of culture

Cultural Transition: A Case Study of Japan

- understand that change is a continuous process occurring unevenly within cultures
- understand that some aspects of culture are more enduring than others
- identify points of view expressed in cartoons, pictures, photographs
- read and interpret maps to identify relationships between geography and Japanese culture
- draw conclusions about cultural transition in Japan

Canada: A Bilingual and Multicultural Country

- understand that Canada's population is made up of a variety of cultural groups
- understand that bilingualism recognizes the existence of two official languages
- understand that multiculturalism supports the existence of cultural diversity
- read and interpret maps to illustrate the various nations from which many Canadians or their forbears emigrated
- understand bilingualism and multiculturalism in Canada well enough to discuss the general concepts and relationships
- identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on bilingualism and multiculturalism in Canada
- develop respect and tolerance for the rights, needs, opinions and concerns of others, and for the bilingual and multicultural nature of Canada

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ict/

Students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life. ICT is learned most effectively in the context of subject areas such as language arts, mathematics, science and social studies. The ICT curriculum is not intended to be taught as a stand-alone course but rather to be infused within the teaching of other programs of study.

The ICT Program of Studies is organized by division. The following is a sample of the Division 3 learning outcomes that students are expected to meet by the end of Grade 9.

Communicating, Inquiring, Decision Making and Problem Solving

- evaluate the authority and reliability of electronic sources
- develop a process to manage volumes of information that can be made available through electronic sources

Foundational Operations, Knowledge and Concepts

- explain the issues involved in balancing the right to access information with the right to personal privacy
- recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication

Processes for Productivity

- use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document
- design, create and modify a database for a specific purpose

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Physical Education

View the physical education subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a strategy for managing life challenges and fostering a desire in students to participate in lifelong physical activity.

The following learning outcomes are selected from the Grade 7 Physical Education Program of Studies.

Activity

Basic Skills

- demonstrate locomotor, nonlocomotor and manipulative skills, by using elements of body and space awareness, effort and relationships, to improve personal performance

Application of Basic Skills

- demonstrate activity-specific basic skills in a variety of games
- demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity

Benefits Health

Functional Fitness

- explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth

Body Image

- discuss performance-enhancing substances as a part of the negative effect on physical activity

Well-being

- identify and explain the effects of exercise on the body systems before, during and after exercise

Cooperation

Communication

- identify positive active living role models

Fair Play

- demonstrate etiquette and fair play

Leadership

- identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education

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Teamwork

- identify and demonstrate positive behaviours that show respect for self and others

Do It Daily ... for Life!

Effort

- identify and demonstrate strategies that encourage participation and continued motivation

Safety

- recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for in-line skating, ball hockey

Goal Setting/Personal Challenge

- evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

Active Living in the Community

- identify local community programs that promote physically active lifestyles

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://www.education.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.

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Required Subject Areas. *Students take:*					
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.					

Health and Life Skills

View the health and life skills subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

The following learning outcomes are selected from the Grade 7 Health and Life Skills Program of Studies.

Wellness Choices

Personal Health

- relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity

Safety and Responsibility

- analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety

Relationship Choices

Understanding and Expressing Feelings

- identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection

Interactions

- examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex

Group Roles and Processes

- analyze the potential effects of belonging to a group, team, gang

Life Learning Choices

Learning Strategies

- revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community

Life Roles and Career Development

- create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation

Volunteerism

- determine and use knowledge and skills of the class to promote school and community health

Human Sexuality Education

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.

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Optional Courses

In addition to required subject areas, junior high schools must offer a minimum of two provincially authorized optional courses. Optional courses are designed to reinforce learnings in core courses and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional courses offered varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

Optional Courses. ***Students may select from:***					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English	Environmental and Outdoor Education	Ethics	Locally Developed Courses

Career and Technology Studies (CTS)

View the career and technology studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/cts/

View the Multimedia CTS Project on the LearnAlberta.ca Web site at http://www.learnalberta.ca/

Career and Technology Studies (CTS) is an optional program designed for Alberta's secondary school students. CTS helps junior high and senior high school students to:

- develop skills they can apply in daily living now and in the future
- investigate career options and make effective career choices
- use technology (processes, tools and techniques) effectively and efficiently
- apply and reinforce learnings developed in other subject areas
- prepare for entry into the workplace or further learning.

The CTS curriculum is organized into 22 strands. Each strand represents a group of courses designed to support broad career and occupational opportunities. Courses are the building blocks for each strand, and they define what a student is expected to know and be able to do.

The 22 Career and Technology Studies program strands are:

Agriculture
Career Transitions
Communication Technology
Community Health
Construction Technologies
Cosmetology Studies
Design Studies
Electro-Technologies
Energy and Mines
Enterprise and Innovation
Fabrication Studies
Fashion Studies
Financial Management
Foods
Forestry
Information Processing
Legal Studies
Logistics
Management and Marketing
Mechanics
Tourism Studies
Wildlife

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Optional Courses. *Students may select from:*					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English	Environmental and Outdoor Education	Ethics	Locally Developed Courses

Fine and Performing Arts

View the fine arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through the Fine and Performing Arts courses of Art, Drama and Music, students develop self-awareness and express their creativity in many ways. They will respond personally and critically to a variety of art, drama and music styles and forms.

Art

Students learn how to use traditional and contemporary tools, materials and media to express their feelings, think like artists, value the art creation and value the art form. Three areas form the framework of the junior high school art program:

- Drawings—recording, investigating, communicating, evaluating and articulating aspects of making images
- Compositions—organizations, components and relationships involved in the creation of images
- Encounters—looking at images and artifacts, finding ideas for making art, learning about the art of other times, changing imagery, and learning to understand and appreciate the purposes and effects of art

Drama

Drama encourages students to explore a variety of dramatic roles and develop a range of dramatic skills. In the junior high school drama program, students learn about drama and theatre through:

- Movement—physical, nonverbal expression
- Speech—exploration of talking and speaking to communicate ideas effectively
- Improvisation/Acting—acting out an idea or situation
- Theatre Studies—an introduction to the elements of drama and theatre
- Technical Theatre—stage construction and the use of sound, lighting, makeup, costumes, sets and props.

Music

Instrumental music, choral music and general music are the three distinctive, yet related, programs in the junior high school music curriculum. Development in any of these programs requires student involvement as a performer, listener and composer. Five main goals of the junior high school music program are to:

- develop skills in listening to, performing and reading music
- strive for musical excellence
- understand, evaluate and appreciate a variety of music styles
- develop self-expression, creativity and communication through music
- increase awareness of the history of music and the role of music in own lives.

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Optional Courses. *Students may select from:*					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other than English	Environmental and Outdoor Education	Ethics	Locally Developed Courses

Languages Other than English

http://www.education.gov.ab.ca/languages/ToolKit.asp

A variety of courses and programs in languages other than English are available throughout Alberta. Some of these include Aboriginal languages, French, German, Italian, Spanish and Ukrainian.

Students registered in an **immersion** or a **bilingual program** follow a language arts course in the target language (e.g., French, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Aboriginal Languages

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot or Cree language

French Immersion Program

http://www.education.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

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French Language Arts

http://www.education.gov.ab.ca/French/FLA/abrege/IMM7.pdf

At the junior high school level, the French language arts program of studies is intended to continue work started at the elementary level, including vocabulary and syntax enrichment, to enable students to engage more actively and effectively in proposed activities. Students become aware of elements that ensure message clarity, such as exact, precise expressions and words, and correct, increasingly complex sentences. They learn to respect the basic rules of language in the oral exchanges that take place in the classroom as well as in their writing projects.

The acquisition of a solid language basis allows students to better understand, clarify and express abstract thoughts. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually, with classroom partners, or participating in activities organized by the Francophone community. Students become more aware of factors that influence the way they communicate effectively in various contexts.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure and genre) and to their knowledge about the author, producer or broadcast to guide them in their listening. They learn to question their attitudes toward the task and the means they use to overcome difficulties.

In **reading comprehension**, students develop their reading ability by analyzing the task at hand and choosing the best way to tackle more complex passages. They improve their ability to analyze text characteristics for better understanding of internal organization (text structure and genre) and the author's intent.

In **oral production**, students learn the vocabulary and syntax that will enable them to express themselves in various contexts. They develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to develop a work plan that will enable them to complete their writing project more efficiently. They learn to organize and express their ideas clearly, while still respecting the rules of internal text organization and spelling. They also learn to edit their texts using various reference works.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 7, learning occurs primarily:

In **oral comprehension** through:

- group work situations
- listening to texts from various subject areas
- listening to newspaper and magazine articles, short stories or chapters from novels
- listening to audiotapes, such as documentaries
- viewing audiovisual materials.

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Students learn to make predictions based on new indicators and pay special attention to *text structure*.

In **reading comprehension**:

Teachers will select, for their students:
- **700 to 900 word** texts of everyday life
- longer texts for group projects, or in the selection of narrative texts.

To develop reading strategies, students learn to tackle texts in different ways depending on the purpose of their reading, and to apply their knowledge to new text structures.

In **oral production**:

The proposed situations should allow students to demonstrate what they already know, what they have learned about a given subject, or to express their opinions based on examples from their readings and discussions. The topics chosen for the presentations may be from another area of study. Students should have had the opportunity to explore topic-related vocabulary in various contexts.

The presentations and discussions should be well structured, with emphasis on:
- the use of expressions or words to describe events and personal experiences
- the use of words or expressions that enable the student to join in a group discussion in a respectful manner
- the use of words or expressions that support and encourage partners
- the correct use of verbs and expressions to express their preferences, feelings and opinions
- the respect of rules for the agreement of nouns and adjectives according to number and gender.

Emphasis on *discussion* enables students to continue developing their ability to interact with peers. Students are required to agree on the operational rules of the group as well as on their roles and responsibilities.

In **writing**:

Students learn to write short texts in which they pay particular attention to the structure and organization of information. They also learn to write short stories in which they establish links between the feelings of characters and their actions.

The main purpose of these activities is primarily to enable students to integrate the basic elements of the written language:
- the selection of a text structure consistent with their communicative intent
- the organization of ideas according to a plan—introduction, development and conclusion
- the agreement of past participles with *"être"* or *"verbes d'état"*

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- the agreement of subject and verb in the present conditional, simple future and imperative
- the position of the personal pronoun in declarative and interrogatory statements in simple tenses
- punctuation
- spelling.

French as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, French as a Second Language (FSL) is a course sequence in which the French language is taught as a subject to help students develop communication skills in French and acquire an appreciation and understanding of Francophone cultures.

Currently, the province of Alberta supports the implementation of FSL on an optional basis to schools and school boards. Once the Languages Initiative is implemented, FSL will become compulsory or optional according to school board policy and decisions.

Students entering junior high school continue developing their competency. The program is designed to teach students to:

- understand what they hear and read in French
- communicate their ideas orally and in written form, using an approach that is based on concrete and real-life experiences and situations
- acquire knowledge about local, provincial, national and international Francophone groups in order to become more aware of their presence and to understand them better
- develop French language vocabulary and grammar through thematic activities, tasks and projects that are related to real-life language experiences
- acquire specific language learning strategies that will help them become better second language learners.

The FSL course sequence is grade-level based. Each grade plays an important role in the student's ability to develop and apply their communicative and strategic skills and their language and cultural knowledge.

http://www.education.gov.ab.ca/french/FSL/whatsnew/FSL_handbook/definition.htm

A resource that may be helpful to parents is *French as a Second Language (FSL) Program: A Guide for Parents*. It is available on the Alberta Education Web site or for purchase from the LRC.

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German Language and Culture

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This new three-year course sequence is designed to develop linguistic and cultural proficiency in German and a global perspective.

The following outcomes cover four areas of languages and culture development:

Applications
Students will use German in a variety of situations and for a variety of purposes.

- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence
Students will understand and produce German effectively and competently in spoken and written forms.

- interpret and produce oral texts
- interpret and produce written texts, graphics and images
- attend to form
- apply knowledge of how discourse is organized, structured and sequenced in German
- apply knowledge of the sociocultural context

Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the German-speaking world.

- historical and contemporary elements of the cultures of German-speaking peoples
- affirming and valuing diversity
- personal and career opportunities

Strategies
Students will know and use various strategies to maximize the effectiveness of learning and communication.

- language learning
- language use
- general learning

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Italian Language and Culture

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This new three-year course sequence is designed to develop linguistic and cultural proficiency in Italian and a global perspective.

The following outcomes cover four areas of languages and culture development:

Applications
Students will use Italian in a variety of situations and for a variety of purposes.

- to impart and receive information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence
Students will use Italian effectively and competently.

- attend to form
- interpret and produce oral and written texts
- apply knowledge of the sociocultural context
- apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Italian-speaking world.

- historical and contemporary elements of Italian-speaking cultures
- affirming and valuing diversity
- personal and career opportunities

Strategies
Students will know and use strategies to maximize the effectiveness of learning and communication.

- language learning
- language use
- general learning

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Spanish Language and Culture

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This new three-year course sequence is designed to develop linguistic and cultural proficiency in Spanish and a global perspective.

The following outcomes cover four areas of languages and culture development:

Applications
Students will use Spanish in a variety of situations and for a variety of purposes.

- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence
Students will use Spanish effectively and competently.

- attend to form
- interpret and produce texts
- apply knowledge of the sociocultural context
- apply knowledge of how text is organized, structured and sequenced in Spanish

Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Spanish-speaking world.

- historical and contemporary elements of Spanish-speaking cultures
- affirming diversity
- personal and career opportunities

Strategies
Students will know and use strategies to maximize the effectiveness of learning and communication.

- language learning
- language use
- general learning

Ukrainian Language Arts

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This course is designed as the Ukrainian language learning component for students in the Ukrainian bilingual program.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the Ukrainian culture for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

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Ukrainian as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/

This program is designed for students who wish to learn to communicate with others in Ukrainian and to preserve Ukrainian language and culture. The program begins in Grade 7 and continues through to Grade 12.

The following learning outcomes are selected from the Ukrainian as a Second Language Program of Studies.

- use appropriate social conventions
- ask information about another person, and relay that information
- carry out commands
- express actions in the negative
- ask and tell where people and objects are located, where one lives, simple directions
- ask and tell what one wants to do or needs to do
- count from 1 to 100; and recognize, orally, the ordinal numbers 1 to 10
- ask and tell the parts of the day, days of the week, seasons of the year

Other Languages

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, German, Hebrew, Italian and Polish. These locally developed courses are based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.

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Optional Courses. *Students may select from:*					
Career and Technology Studies (CTS)	Fine and Performing Arts	Languages Other Than English	Environmental and Outdoor Education	Ethics	Locally Developed Courses

Environmental and Outdoor Education

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/others/eoed.pdf

In environmental and outdoor education, students develop interest and competence in outdoor studies and develop an understanding of their relationship to the environment. Environmental and outdoor education can be offered as a single course or as a sequence of courses, and includes:

- the basic knowledge, skills and attitudes required for safe and comfortable experiences
- awareness and appreciation of living things
- understanding of basic ecological processes
- skill, judgement, confidence and sensitivity in a range of environmentally responsible activities in outdoor settings
- lifestyle strategies that encourage responsibility for local and global environments.

Ethics

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/others/jhethics.pdf

The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives. The ethics course includes:

- working definitions of ethics and values
- decision-making skills
- historical values and traditions
- values of different cultural groups
- responsibility to community.

Locally Developed Courses

School boards may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school board to get information about locally developed courses available in your jurisdiction.

Note: *Policy 1.2.1—Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* is currently under review.

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Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In junior high school, students begin linking their personal aptitudes and goals to possible future careers. They continue to develop life skills, including such employability skills as cooperating with others and being reliable. At this stage, students begin to outline their own learning and career goals.

Personal and career development activities and outcomes are integrated into all junior high school courses and programs. The following junior high school programs focus specifically on these topics: Health and Life Skills, Physical Education, Career and Technology Studies (CTS) and work study.

Many junior high schools organize special career development activities, such as mentoring, job shadowing, portfolios and annual career fairs. Junior high schools encourage students to develop a career plan. Plans should be updated annually and signed by parents and principals. Students typically develop a personal portfolio, including a résumé, and may use a career planner such as the *Middle/Junior High School Student Learning–Career Planner* developed by Alberta Education.

http://www.education.gov.ab.ca/k_12/curriculum/cardir_jr.pdf
[pdf version]

http://www.education.gov.ab.ca/k_12/curriculum/JHPlan.doc
[word version]

http://www.education.gov.ab.ca/k_12/curriculum/cardir.pdf

The *Student Learning–Career Planner Information Booklet* and the *Middle/Junior High School Student Learning–Career Planner* are useful tools for Alberta's secondary school teachers and guidance counsellors as they work with students, parents and other key partners to help students move through the career planning process. The information booklet and junior high school planner are available on the Alberta Education Web site or for purchase from the LRC.

Planning for Senior High School

During their junior high years, students make decisions about their senior high school program. It helps to keep in mind that:

- strengths, interests and realistic career paths play a major role in decision making
- specific courses are required for an Alberta High School Diploma or Certificate of Achievement
- knowledge of course sequences is important, because many courses require prerequisites.

Guidance from the school and classroom teacher is available. Planning for senior high school is more effective when students and parents are familiar with requirements and work closely with teachers.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/whatsnew/intro.asp
http://www.education.gov.ab.ca/parents/handbooks/
View *A Credit to Yourself: Planning Your Senior High School Diploma Program*, May 2003 at http://www.education.gov.ab.ca/k_12/curriculum/other.asp

Alberta Education provides information on planning for senior high school through a variety of resources, including the following:

- *Senior High School Mathematics Programs: Revised Handbook for Parents and Students*
- *Curriculum Handbooks for Parents: Senior High School*
- *A Credit to Yourself: Planning Your Senior High School Diploma Program*, May 2003

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Feedback Form

Curriculum Handbook for Parents 2005–2006: Grade 7

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree**, **Disagree**, **Agree** or **Strongly Agree**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Education Web site are helpful.				
6. Downloading and printing is easy.				

How can this handbook be made more helpful to parents?

_____

_____

_____

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_____

Thank you for your feedback.

Please send your response to:

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